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Educational Television Series 1968-69

# Teachers' Guide

DEPT. OF EDUCATION
HISTORICAL COLLECTION

# Language Arts PRIMARY DIVISION

## Language Adventures Part 1

Educational Television Branch
ONTARIO DEPARTMENT OF EDUCATION
1670 Bayview Avenue, Toronto 17

# LANGUAGE ARTS
## Primary Division
## LANGUAGE ADVENTURES PART 1

6 programs, 15 minutes each.

This is Part one of a two-part series. The Teachers' Guide for Part two will be published at a later date and will describe Programs four to six.

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Please address comments and inquiries to:

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Toronto 17.

**Scheduling for this series can be found in the monthly ETVO SCHEDULE sent to all teachers. For long-term planning, reference can be made to the ETV Schedule (Calendar), which lists programming from October to June and was mailed to all teachers. However, it is most important to check the monthly ETVO SCHEDULE for the last minute changes always involved in extensive programming.**

## INTRODUCTION

The general purpose of this series is to facilitate learning by providing stimulating and meaningful experiences not available in the classroom. These experiences will challenge the children to express, organize, and relate their own unique thoughts and ideas on all subjects, through the integrated communication skills of listening, speaking, reading, writing, and the creative arts.

The programs are motivational rather than informational. They should arouse curiosity, and help build concepts, develop imagination, instigate exploration and research, and provide impetus to improve all language skills.

Although the series is designed for the Grade two level, it is also suitable for a wide range of abilities and activities, and can be used profitably by kindergarten and Grades one to four.

The first three programs, "Adventures at Sea", present one complete unit of study, and will be shown, (on most channels), on three consecutive days to sustain interest and continuity. One or two of the programs may be watched profitably, however, if it is impossible to view all three programs.

Part two will include three programs: "Adventures in Africa", "Adventures in Space" and "Adventures in Music". Each of these programs is a complete unit in itself. These programs will be spaced approximately a month apart to provide ample time for children to complete the many activities the programs can initiate.

The teacher can best use these programs as an integral part of the total day's activities after viewing the Professional Development Series "Language and Learning", or reading the Teacher's Guide for that series.

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## General Post-Viewing Suggestions

1. Encourage the children to discuss, in small or large groups, points of interest arising from each unit in the Language Adventure series, and plan procedures for scientific research, for writing stories, plays, puppet shows, poems, and for creative activities in music and art, to follow the programs.
2. Have children share with the class reports on related books and poems read.
3. Have children read, tell, or tape their original stories or poems inspired by the programs for presentation to the class.
4. Place the children's original, illustrated books of poems, stories, or factual information gathered in the library corner for all to read.
5. Have the children compose factual or imaginative group stories. Either the teacher or a pupil can act as recorder.
6. If possible, have a primary typewriter available for children to type short stories, words, or sentences learned from the television programs.
7. Let the children develop picture dictionaries of words encountered during the programs, from their resulting research, or from reading for pleasure connected with the topic.
8. Have the children make separate files or boxes in which they can place "Interesting Findings", "Descriptive Words", or "Action Words", and may add to or draw upon as needed.
9. Find stories for the children to read in basic readers, as well as in library books, that correlate with the Adventure programs.
10. Encourage the children to question, discuss, and evaluate all material in the Adventure series, as well as in related books, and other children's oral and written work.

notes

# General Program Content

The children in the classroom are invited on the sea adventure by Mr. Sense and Mr. Nonsense. The dialogue between the two, as well as the antics and dress of Mr. Nonsense, give direction and add humour to the programs.

A type of sea shanty is sung intermittently throughout Programs one to three and directs the attention of the children to some of the sea life and action presented. The words to the song follow and can be used in the classroom.

## SEA SHANTY

### PART ONE (sung in Program 1)

What can you see when you see the sea?
A lot of things I'm told,
In the Northern Seas there's ice and snow,
And mountains crash to the water below,
In the land where it's always cold,
In the land where it's always cold.

What can you see when you see the sea?
A lot of things I'm told,
In the Southern Seas the warm winds blow,
On the sandy coast where the palm trees grow,
In the land where it's never cold,
In the land where it's never cold.

Oh what can you see when you're on the sea?

A lot of things I'm told.
There are birds in the sky, and fish that fly,
There are wind and waves, and pirate caves,
As our seaward course we hold,
As our seaward course we hold.

What can we see at the bottom of the sea?

A lot of things I'm told.
There are things that crawl, both big and small,
The mysteries of the silent seas,
The bottom of the sea does hold,
The bottom of the sea does hold.

### PART TWO (Sung in Program 2)

What kind of fish can you see in the sea,
Swimming to and fro?
What kind of fish can you see in the sea?
How many do you know?
There's a porcupine fish,
And a trigger fish,
A trumpet fish,
And a scorpion fish.
What kind of fish can you see in the sea,
Swimming to and fro?

### PART THREE (sung in Program 3)

There are caverns and towers
And undersea flowers
That grow on the ocean floor.
It's full of surprises
Of all shapes and sizes
That you've never seen before.

There are undersea creatures
With very strange features
That swim in the waters below
We may even see Myrtle,
The glamorous turtle
As exploring we will go,
Will go.
As exploring we will go!

notes

## PROGRAM 1

### ADVENTURES AT SEA

This program introduces children to the magnitude of the ocean, its moods, its fascination, excitement, and the many ships that sail upon it. Gannets are shown building their nests in the cliffs near the sea, and we catch a glimpse of seals, sea-lions, a walrus and polar bear, penguins, porpoises, whales, and the sea turtle, all of which make the water their home and refuge.

Also shown in their natural habitat under the sea are the hermit crab finding a shell home, the starfish burying itself in the sand, sea anemones, sea cucumbers, the skate, and the octopus.

The following words used may be new vocabulary for the children: *binoculars, seaward, assistant, sea-going vessel, adventure, mystery.*

notes

## PROGRAM 2

### ADVENTURES AT SEA

This program introduces many unusual varieties of fish, such as the porcupine fish, trigger fish, the trumpet, the scorpion, the angler, and the jaw fish. It indicates their use of camouflage and other means of protection, as well as their dependency on other sea life for survival. We see also the larger and more dangerous fish, such as the barracuda, the shark, the ray, and sea mammals such as the porpoise and the whale.

New Vocabulary: *properly, voyage.*

notes

## PROGRAM 3

### ADVENTURES AT SEA

This final sea adventure introduces the children to the methods and devices used by sea explorers to stay beneath the surface for any length of time. These devices include the submarine, the cubmarine, and the bathysphere. We see also the scuba gear used by divers in shallow and brief underwater explorations.

A mother sea turtle is shown coming out of the ocean. We see her eggs being laid, the baby turtles hatching from the eggs, and the baby turtles returning to the sea and safety.

New Vocabulary: *exploration, craft.*

notes

**SUGGESTED PRE-VIEWING ACTIVITIES**

1. Read stories, poems, and listen to music about the sea, to arouse an interest in and to create an atmosphere for the programs.
2. Encourage the children to bring in books, magazine and newspaper articles about fish, sea mammals, underwater discoveries and boats.
3. Have a collection of shells on the science table for examination by the children.
4. Make a collection of different seagoing vessels for the children to examine and discuss.
5. Locate oceans and some lakes and rivers on a map. Let the children estimate how much of the world is covered with water. The children might also discuss the effects of climate on the oceans.
6. Make a list of all the things the children would like to see in an adventure at sea, as well as questions they want answered. Keep this list for use after the children have viewed the program.
7. Encourage the children to tell about experiences and sensations while swimming and diving. If any child has had the opportunity to swim in salt water have him relate the differences he found between fresh and salt water.
8. Discuss why people might want to stay beneath the water for any length of time and how they could do it.

notes

**SUGGESTED POST-VIEWING ACTIVITIES**

1. Adapt the list of general post-viewing activities to this unit and to the individual children in your class. Pupils should follow through on the questions they raised before viewing the programs, as well as questions brought out in the programs.
2. Let the children make up original riddles about crabs, sharks, dolphins, whales, or starfish and present them to the class.
3. Let the children write, draw, or tell a conclusion to an opening sentence such as "Coming towards me I saw the largest whale, shark, skate, . . . . "
4. Make a class scrapbook to which all interesting scientific facts, stories, and poems about the sea can be added.
5. Make a list of rhyming words for shark, fish, whale, crab, lobster, swim, turtle, and put it in a prominent place in the room to help the children in writing their poetry.
6. If possible visit a fishery, marine museum, or museum.
7. Let the children set up, care for, and observe an aquarium. Children could classify, label, compare and describe shells brought into the classroom.
8. Allow children to conduct some "Sink or Float" experiments using various media in clear water, as well as in water to which salt has been added.
9. Let the children observe what happens to a balloon under pressure, and guide them to make the connections between what happens to the body under the pressure of water, and what happened to the balloon.
10. Let children estimate the length of a whale, shark, etc.
11. Encourage the children to select and research other aspects of sea life to answer questions like the following.
    a) How do fish hear and see?
    b) How do sea mammals and fish protect themselves?
    c) What different methods of movement do the sea animals use?

d) How do gills and fins work?

e) What are the various foods from the sea? Have some in the classroom for the children to see, feel and taste.

f) How may the sea be used in the future?

12. Allow the children to create dances from their observations of movements of the crab, shark, eel, starfish, etc.

13. Encourage the children to bring in pictures and paintings of the sea. Let the children describe and classify its moods.

14. Let the children make mobiles of sea horses, crabs, or make "crayon-resist" drawings of under-sea life. Make large murals about the sea, and papier-maché models of the octopus, shark, or starfish.

15. Compose and sing songs about the sea.

16. Listen, discuss, move, and paint to such music as: Debussy's "La Mer", Mendelssohn's "Overture to Fingal's Cave", and Saint-Saen's "The Aquarium from The Carnival of the Animals".

notes

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# LANGUAGE ADVENTURES
Part 1